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ABSTRACT

The three objectives of this evaluation plan are: (1) to assess the impact of the Elementary Secondary Education Act (ESEA) Title I Migrant Program on the basic skill attainment and school attendance of participants in the second, fourth, and sixth grades: (2) to validate the migrant student counts used in the allocation of funds to the states: and (3) to describe the services and recipients of the ESEA Title I Migrant Program, including the English language facility of participants, the level of achievement in basic skills of participants in the second, fourth, and sixth grades, and the attitudes toward self and school of those in the fourth and sixth grades. This study will also provide evaluative and program management information to members of Congress, U.S. Office of Education officials, and state/local program developers. Three studies are described which have been designed to meet the three objectives in terms of the components of the studies, the methods of collecting the information needed, and the use that will be made of the data gathered. The three studies and their components are: an impact study (student scholastic component), a validation study (full-time equivalency, eligibility verification, and unidentified migrant components), and a descriptive study (project and student descriptive components). (Author/AN)

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A Brief Description of a National Evaluation of the ESEA Title I Migrant Program

by
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A Brief Description
of a
National Evaluation of the ESEA Title I Migrant Program

I. INTRODUCTION

The national evaluation briefly described in this paper was designed by the Research Triangle Institute (RTI) under contract (No. 300-76-0095) with the United States Office of Education for a Study of the ESEA Title I Migrant Program. This study will provide evaluative and program management information to members of Congress, U. S. Office of Education officials, and State and local program developers so they may better be able to orient the program to meet the needs of migrant children.

This national evaluation of the ESEA Title I Migrant program is intended to meet the mandate of Part (a) of Section 151 of P.L. 89-10, which applies to all parts of Title I, and directs the Commissioner of Education to ". . .provide for independent evaluations which describe and measure the impact of programs and projects. . ."; and to contribute to the annual evaluation report required from the Secretary of Health, Education, and Welfare by Section 417 of the General Education Provisions Act.

Specifically, the study has the following purposes:

1. To assess the impact of the ESEA Title I Migrant Program on the basic skill attainment and school attendance of participants in the second, fourth, and sixth grades.

2. To validate the migrant student counts used in the allocation of funds to the States.

3. To describe the services and recipients of the ESEA Title I Migrant Program, including the English language facility of participants; the level of achievement in basic skills of participants in the second, fourth, and sixth grades; and the attitudes toward self and school of those in the fourth and sixth grades.

This paper describes the study that has been designed to meet these objectives in terms of the components of the study, the methods of collecting the information needed, and the use that will be made of the data gathered.

II. STUDY DESIGN

A. Study Components

To meet the three objectives of the study, information will be collected and organized for three corresponding studies, with six separate components. The three studies, with their components, are:

1. The Impact Study
   a. Student Scholastic Component
2. The Validation Study
   a. FTE Component
   b. Eligibility Verification Component
   c. Unidentified Migrant Component
3. The Descriptive Study
   a. Project Descriptive Component
   b. Student Descriptive Component

Time frames and grade levels involved for specific study operations are summarized in Table 1.

Table 1

Grade Levels Included for Specific Study Components

Grade Levels Included	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Student Scholastic Component														
Achievement Pretest, January 1978				x		x		x						
Achievement Posttest, January 1979					x		x		x					
Attitude Measures, January 1978						x		x						
English Language Proficiency, 1978				x		x		x						
Validation Study (all components) 1977		x	x	x	x	x	x	x	x	x	x	x	x	x
Project Descriptive Component, 1977-78	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student Descriptive Component, 1977	x	x	x	x	x	x	x	x	x	x	x	x	x	x

NOTE: Samples of students will be involved in all except the Project Descriptive component. The student samples for the Student Descriptive component and the FTE component of the Validation Study will be identical.

B. Preparation for Study

In recognition of the complex and diverse issues requiring resolution prior to the initiation of an evaluation of this magnitude, the first 19 months of the contract period (February 1976 through August 1977) were devoted to detailed and extensive planning and preparation for the study. This time allowed for careful consideration of critical matters such as mobility patterns of the migrant student population; achievement test and questionnaire selection and development; development of procedures for relating student achievement and attitudes to the instruction and support services received; identification of key variables; statement and clarification of specific research questions; and development of school samples.

To assist with these tasks, RTI engaged in a number of related activities designed to acquaint the staff with the background and operational features of the migrant education program, in order to lay the groundwork for important decisions related to the design of all phases of the evaluation. These activities have included the following:

1. Review of the literature related to migrant education.
2. Informal discussions with officials in State and local education agencies.
3. Informal visits to district and school programs in operation during the regular school term and in the summer.
4. Formal and informal contact with Federal, State, and local program personnel, including the Migrant Program Branch of USOE and the State Migrant Coordinators.
5. Attendance at various national, regional, and State meetings of migrant program personnel.
6. Preparation of working papers dealing with achievement tests, migrant program characteristics, migrant student characteristics, student mobility patterns, language factors, the Migrant School Record Transfer System, study design alternatives, instrument specifications, and sampling strategies.
7. Designation of and meetings with various advisory groups, including a Policy Advisory Panel, a Research Advisory Panel, and a Testing Panel.

The study that was designed through this process is described in the following subsections.

C. Study Description

Three separate studies are being undertaken to meet the three objectives of the overall study. Though commonalities among these studies are important in achieving economies and reducing costs, the studies are most clearly perceived when viewed as separate entities. They are described separately in the following subsections.

1. Impact Study

a. Student Scholastic Component

To meet the first objective for the study, to "assess the impact of the ESEA Title I Migrant program on the basic skills attainment and the persistence in school of participants in the second, fourth, and sixth grades," a national probability sample of 6,000 students (2,000 per grade) will be drawn. This component is designed to address questions such as:

- Nationally, what effects of the Title I Migrant program can be recognized on the achievement in basic skills of participating students in Grades 2, 4, and 6?[1/] What are the effects of the program on school attendance? How is achievement in these basic skills affected by a child's competence in oral English as determined at time of pretest? How is this language competence affected by migrant program exposure?
- Nationally, what proportion of migrant children at each grade level show mastery of specific instructional objectives measured by the achievement tests? What is the extent of change in these proportions between pretest and posttest?
- How do these effects vary with degree of mobility? With degree (total amount of time in project schools) and type (actual participation in specific programs) of exposure to migrant program instructional services?
- To what degree are language needs being met by special instructional provisions (e.g., ESL)?

1/ It would obviously be of interest to obtain such information for all grade levels; information will be collected in only grades 2, 4, and 6 to limit both costs and respondent burden to acceptable levels. Grades 2, 4, and 6 were selected because most of the migrant funds are spent at the elementary level and reliable measurements can be obtained from students at these grade levels.

Information needed to address questions such as these will be obtained through the administration of reading and mathematics achievement tests in January 1978 and January 1979 to students sampled from the second, fourth and sixth grades in sample schools; the estimation of oral English language competence by teachers, and the administration of language competence tests to a 10% subsample; through the collection of background and academic data from records and teachers of the sample schools, and through the collection of information from all schools attended by the sample students in the previous year (calendar year 1977) and in the year between pretest and posttest (calendar year 1978) in terms of quantity of instruction in the basic skills. Instruments to be used are the following:

(1) Comprehensive Tests of Basic Skills (Pretest, January 1978)[2/]

Each sampled child in grades 2, 4 and 6 will be tested with reading and mathematics subtests (adjusted for cultural bias[3/]) of the CTBS. To assure adequate test score variance, the level of the test to be used will, in each case, be one level below the student's grade level.[4/]

2/ Tests will be administered in January because the mobility patterns of migrant children are such that they are most likely then to be in their "home base" schools, and are most likely to be found there a year later for posttest. In addition, the one-year pretest-posttest interval gives a better chance of detecting significant change than would the more conventional fall-spring or spring-fall interval. Though no empirical January norms for the CTBS are available, interpolated norms will be used for group descriptions. Scores used will be standard scale scores and derived performance scores on items selected according to the objectives they tap.

3/ The test publisher used a careful, systematic approach to avoid biased items, utilizing both a multicultural panel to detect biased items, and careful statistical analysis of responses to individual items by different cultural groups in the norming sample. In addition, test items that might be considered to be culturally or racially biased were identified by a special panel in the USOE study of the Sustaining Effects of Compensatory Education on Basic Skills; items judged by this panel to be biased will not be scored.

4/ Examination of test scores for migrant children in grades 2 through 5 by RTI indicated that a sizable proportion of scores in the chance range when students were tested with instruments designed for the grade levels to which they were assigned greatly reduced the variance obtained, but most of this lack of discrimenation could be eliminated by testing one year below level.

(2) Comprehensive Tests of Basic Skills (Posttest, January 1979)[2/]

The sampled children, most of whom will then be assigned to grades 3, 5 and 7, will be posttested one year later with CTBS reading and mathematics tests, again using levels of the tests one year below those for the grade level to which each child is assigned.

(3) Coopersmith Self-Esteem Inventory (January 1978)[5/]

This standardized instrument is designed to measure self-concept or esteem within the school milieu. How a person feels about himself in relation to the school setting, school subjects, peers and teachers affects the individual's approach to learning, his motivation, and ultimately his level of academic achievement within the limits of his capabilities and opportunities. An instrument of this type serves as a general descriptor of the self-esteem of program participants. The Coopersmith will be administered to the sample of students from the fourth and sixth grades in January 1978.

(4) Arlin-Hills Attitude Survey (January 1978)[5/]

The Arlin-Hills Survey is a standardized instrument that measures four attitude domains: Attitude Toward Language Arts (15 items); Attitude Toward Arithmetic (15 items); Attitude Toward Learning Processes (15 items); and Attitude Toward Teachers (15 items). The attitudes toward language arts and arithmetic are especially relevant to the instructional goals of migrant education. In addition, a child's attitudes toward school and related activities are presumed to have some influence upon his/her academic achievement. The Arlin-Hills will be used as a descriptor and as a modifying variable. If the Title I Migrant program has some positive effect, one would expect it to be reflected in the attitudes of program participants toward the academic setting. Further, the data collected via this instrument may be predictive of educational persistence (as measured by school attendance). Educational persistence is considered to be one of the more important behavioral outcomes to be assessed by the study.

(5) School Instruction Questionnaire, 1977 and 1978

This questionnaire is designed to obtain minimal information on instructional services offered in the regular classroom (basic skills only), in Migrant Title I programs, in regular Title I programs, and in other (Title VII Bilingual, ESAA, etc.) compensatory programs in schools attended by sample students during calendar year 1977 (i.e., one year prior to pretest), and during calendar year 1978 (the year between pretest and posttest). Each school attended by a sample child will be asked to complete this questonnaire only once for each term.

[5/] Affective measures will not be administered to students in the second grade because of the general lack of reliability or interpretability for scores at age levels this low. Tests will be administered only once because of the lack of reliability of measures of changes in attitude for children of this age over a relatively short time; relationships between amount of exposure to MTl and level of attitudes will be sought. This will also reduce the burden on schools, as well as cost.

(6) Student Program Participation Questionnaire

This questionnaire will be completed for each child in the sample for each school attended during calendar years 1977 and 1978. Each school will be asked to provide each student's dates of enrollment and withdrawal, days of attendance, and participation (yes or no) in instruction and/or support services funded by the migrant Title I, regular Title I, or other compensatory programs. Data from this questionnaire, combined with the school's program description will permit calculation of the total amount of exposure of each child to instruction in the basic skills in the regular school program, and the total amounts (hours per week, number of weeks) received from migrant Title I, regular Title I, and other compensatory programs. Combination of the information from these two instruments will significantly decrease the response burdens to the schools.

(7) Teacher's Checklist of Student Characteristics

A classroom or homeroom teacher for each student in the sample will be asked to indicate (a) the teacher's estimate of the student's ethnic or racial background, and (b) the teacher's estimate of the student's oral English language proficiency.

(8) MAT-SEA-CAL Oral Language Proficiency Test (January 1978)

Standardized individual tests of oral English language proficiency will be given to a subsample of about 600 (10%) of the sample children from grades 2, 4 and 6. A correlation of these scores with teachers' estimates of oral language proficiency will be obtained. If possible, teachers estimates will be used for descriptive and analytic purposes.

Information obtained from these tests and forms, with personally identifiable information removed,[6/] will be entered in computerized files at RTI for analysis; files will be updated as additional information is obtained.

The sample of students for the Impact Study will consist of 2,000 children chosen from each of grades 2, 4 and 6 (total sample, approximately 6,000). Children will be sampled from the appropriate grades in sample schools; most will come from about 250 elementary schools, most of which have MT1 projects, located in 51 primary sampling units (PSUs; single- or

6/ Names of children will be necessary for tracing; they will be obtained from schools on a voluntary basis. Files containing names will be kept secure, and will be destroyed when no longer needed for tracing. For all other purposes, each child will be identified only by a special ID number that cannot be associated with a specific child. These procedures have been found by responsible officers in USOE to meet the requirements of the Privacy Act of 1974 and the Family Educational Rights and Privacy Act of 1974.

multi-county areas chosen from a sampling frame consisting of PSUs made up of all counties in the contiguous United States that had migrant children showing registrations on the MSRTS in January 1976, brought up to date by considering also January 1977 registrations); some children will come from schools in the same PSUs that do not have MT1 programs; some will also be found in schools in a second group of PSUs made up of counties that did not show migrant children registered on the MSRTS in January 1976 or 1977. A few members of the sample will be migrant children who had not previously been recognized by their schools as being eligible for special compensatory services, and will not have been exposed to MT1-funded instructional programs. Analysis will take into account variations in student mobility, fluency in oral English, and amount of Title I Migrant and other compensatory programs.

2. Validation Study

ESEA Title I Migrant funds are statutorily allocated to the States on the basis of estimates of the number of migratory children of migratory agricultural workers or migratory fishermen residing in each State, adjusted for the time of residence. Public Law 93-380 provides for the use of data from the Migrant Student Record Transfer System (MSRTS) to estimate the number for each State. A state accrues full-time equivalency (FTE) credit for a student from the time the student is first enrolled on the MSRTS in that State, regardless of other possible intervening moves, or other school enrollments that are not recorded on the MSRTS. The MSRTS contains school/project enrollment data rather than residency data, but the enrollment data have been assumed to represent a reasonable approximation of residency. Moreover, MSRTS enrollments are generally limited to Title I Migrant funded projects, so that enrollments by migrant children in nonproject schools are unlikely to be counted. Student FTE counts are made for each calendar year; they include all children aged 5-17 who meet the legal definitions of migrancy in terms of parental occupation and movement across school district lines. The Validation Study is designed to produce estimates, independent of the MSRTS, of full-time equivalent residence of migrant students (by region), and of similar figures calculated from enrollment in all schools attended, not just those that enter their migrant students on the MSRTS.

The three components of the Validation Study are designed collectively to address three questions contained in the study's objective: to validate the migrant student counts used in the allocation of funds to States. These questions are:

- Nationally, and for each of the five regions (see Figure 1) defined for the study,[7/] to what extent do the MSRTS-generated counts of student full-time equivalents (FTEs) used for the allocation of funds to the States agree with independently-developed FTE counts for a sample of the same migrant children (i.e., to what extent are the counts used for fund allocations accurate)? How do FTEs based on enrollment compare with FTEs calculated on the basis of residency?
- Nationally, and for each of the five regions defined for the study, how accurate are the student status (i.e., eligibility for receipt of Title I migrant services) and enrollment data reported to and recorded on the MSRTS?
- Nationally, and for each of the five regions defined for the study, how completely do student enrollments reported to the MSRTS cover the eligible population of migrant children (i.e., to what extent do the counts used for funding purposes include all eligible migrant students)?

The Validation Study's first two components together address the first two questions. The third question is addressed very approximately, using "soft" data, by the third component. The three components are described as follows:

a. The FTE Component

The first two questions listed above will be addressed by the FTE Component. The procedure to be followed in this component will be to select a nationally and regionally representative probability sample of 7,000 children, aged 5-7, who showed an active enrollment on the MSRTS at any time in 1977; to reconstruct a complete history of

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7/ It might be desirable to have estimates that would measure the equity of fund allocations to each State, or, lacking that, to a larger number of regions. Either would require a much larger sample, and unreasonably large costs and response burdens on schools. Moreover, this study will identify no specific States, even though three of the regions constitute individual States.

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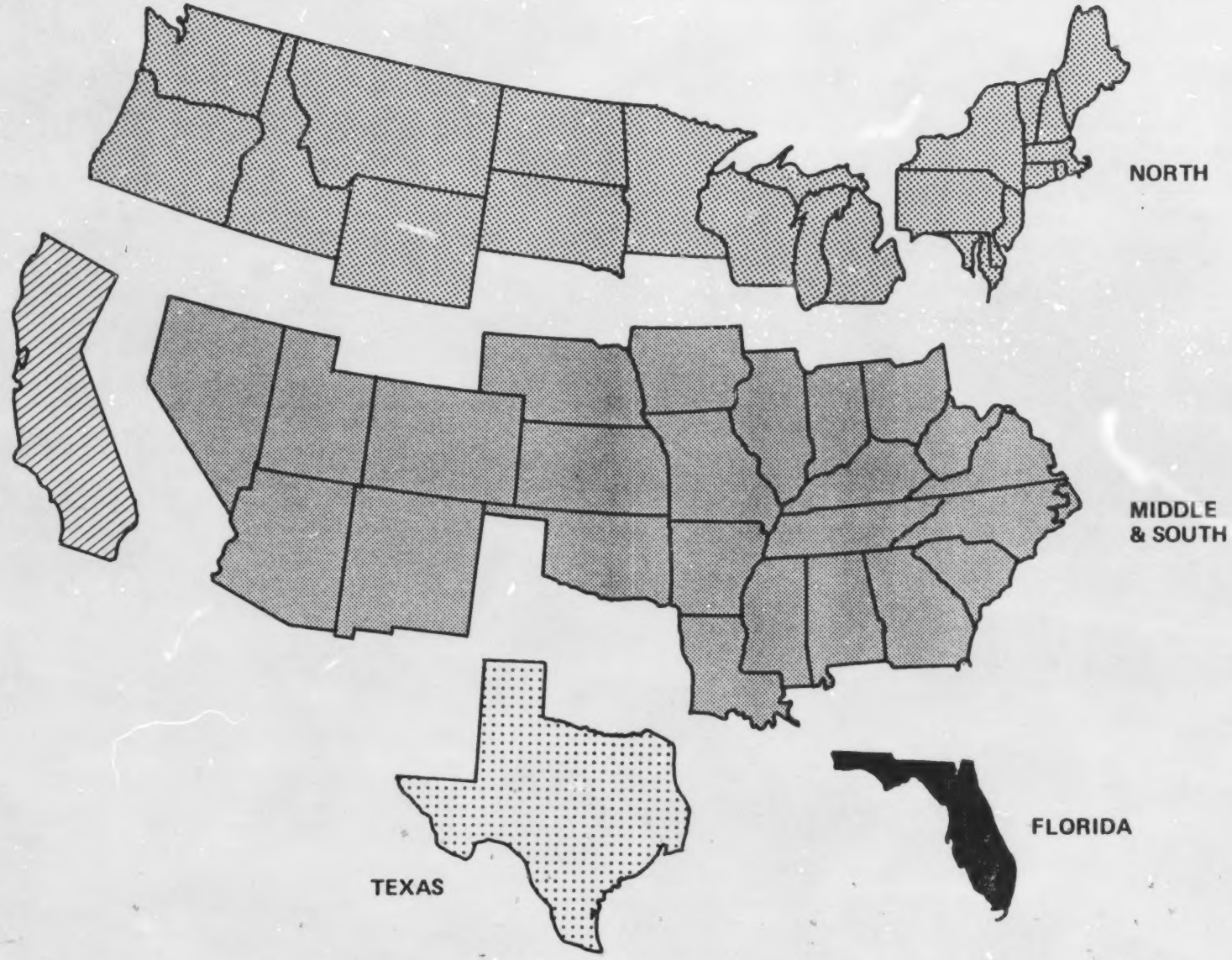

Figure 1
Definition of Regions for Validation Study

schools attended (including enrollment dates, places of residence, and dates of arrival and departure) for the calendar year 1977. The calendar year is appropriate for this because counts are accumulated, and funds are allocated, on the basis of calendar year experience; use of the calendar year allows direct comparisons to FTE counts derived from MSPTS data. Analyses of data obtained for these students will address the following questions:

- How do national and regional estimates of FTEs based upon complete school enrollment histories compare to the national and regional FTE counts used for fund allocations? How do national and regional estimates of FTEs based upon residency compare to the FTE counts based on enrollment used for fund allocations?
- How accurate and complete is the school enrollment information contained in the MSRTS? To what degree do these school enrollments reflect residency?
- How accurate are the dates of birth recorded in the MSRTS? How many (if any) of the students enrolled in the MSRTS do not meet the legal definitions of eligibility for counting for fund allocation?

To address these questions, complete school enrollment, residency, and eligibility information for calendar year 1977 will be obtained for all 7,000 individuals in the sample from records in the sample schools, and from three instruments, one of which is to be completed by RTI Area Coordinators:

(1) The Student Information Form

This form is to be completed by RTI field staff. Although the form contains additional personal information, only those portions of the information that pertain to eligibility for funding (age, parental occupation, movement patterns) and to schools attended during calendar year 1977 will be used for the FTE component.

(2) Student Program Participation Questionnaire

This brief questionnaire will be collected by mail, with telephone followup as necessary, from every school (or project) attended by students in the sample during calendar year 1977. Student movements will be traced through MSRTS records, school records, and information from older students, siblings and parents to obtain complete lists of schools attended. The

form is the same one (collected for the same sample of students) used in the Student Descriptive Component. Information needed for the FTE Component is limited to school enrollment data, confirmed by the school, plus any new information the school may provide about other schools the student may have been enrolled in during 1977.

(3) Student-Parent Interview Form

The Student-Parent Interview Form is designed for two purposes: (a) to provide the information needed for the Eligibility Verification Component of the Validation Study, and (b) to provide a source for any needed information not available from other sources, that might be furnished by older students or parents. Older students may themselves be able to tell where they lived and went to school in 1977; otherwise, this residence and school enrollment information (i.e., information on schools attended during 1977 that is not included in the MSRTS or in the student's record in the sample school) must be obtained from the parents. In most cases information needed from parents will be noted by RTI field staff and turned over to project recruiters or home-liaison personnel, who will be asked to obtain the information from the parents. Teachers will be asked to obtain needed information from students in the upper grades.

Information collected with these instruments for this sample of children listed on the MSRTS will be aggregated to provide a complete record of each child's eligibility for fund allocation (in terms of birthdate, parental occupation, and mobility history, verified in each case from school or project files of current, officially-attested [as required by regulations] Title I migrant enrollment forms, or from other sources if the current enrollment form is unavailable), and school enrollment and residency history for the 365 days of calendar year 1977. These data will then be used to answer directly the questions addressed by the FTE Component.

To assure maximum cooperation from the States, in the analysis and reporting of these data, no individual State will be identifiable (despite the fact that three of the five regions are made up of specific States). Instead, regional FTEs will be computed by the several methods (MSRTS-recorded enrollment histories, complete enrollment histories, and residency histories), and regional FTEs (as surrogates for individual State FTEs) compared with one another to allow general statements (i.e., not identified with specific States) on the effects of using the different kinds of information.

The sample of students for the FTE Component will be a nationally representative probability sample of all of those 5-17 years of age at any time in calendar year 1977 who showed a registration on the MSRTS at some time during that year. This sample will be augmented by a smaller sample of those indicated by the MSRTS to be less than 5, or more than 17 years of age for verification of recorded birthdates only. Sample students will be clustered (to simplify initial location) in the 51 primary sampling units (PSUs) used for the basic sample of schools and projects for the Impact Study. The sample for the FTE Component is the same as the sample for the Student Descriptive Component, and will include students registered on the MSRTS from schools in Puerto Rico.

b. The Eligibility Verification Component

This component involves actual field verification of migrant Title I eligibility of a subsample (approximately 10%, or 700) of the sample of children in the FTE Component. The question to be addressed by this component is also addressed for the entire sample in the FTE Component; the difference is in the intensity of verification. That question is:

- How accurate are the dates of birth recorded in the MSRTS? How many (if any) of the students enrolled in the MSRTS do not meet the legal definitions of eligibility for counting for fund allocation?

Information on eligibility will be obtained by asking parents to give the information normally required prior to MSRTS enrollment. This information includes the date of birth of the sample child(ren), parental occupation, and dates of last moves for the purpose of earning a living from agricultural work or fishing. This information will be recorded on a single instrument:

(1) Student-Parent Interview Form

Each parent (guardian, or other close relative) of a child in the subsample for the Eligibility Verification Component will be interviewed by a member of the school staff normally charged with responsibility for home-school liaison. Information requested will include school history and family residence information for calendar year 1977 (for the FTE Component), as well as the child's birth date, and parental accounts of occupation and dates of moves in pursuit of this occupation. The entire interview will be carried out in a casual, non-threatening manner. No parental signature will be requested.

Information obtained from parent interviews will be used solely for calculation of the proportion of MSRTS-enrolled students shown to be ineligible for generating the allocation of funds. There will be no followup with employers or any officials; data will be reported nationally, and by region (in terms of proportions only), but without identification of any individual States.

The sample of students for the Eligibility Verification Component will be a simple random sample of 10% of the 7,000 students sampled for the FTE Component.

c. The Unidentified Migrant Component

This study component, through the collection and analysis of "soft" data, seeks to establish an estimate of the number of eligible migrant children who are not being counted for the allocation of funds for the ESEA Title I Migrant Program. The question to be addressed is the third one posed for the overall Validation Study:

- Nationally, and for each of the five regions defined for the study, how completely do student enrollments reported to the MSRTS cover the eligible population of migrant children (i.e., to what extent do the counts used for funding purposes include all eligible migrant students?)?

Separate rough estimates of the uncounted (i.e., not enrolled on the MSRTS) will be made for children in school and for those out of school. Estimates of in-school counts of unregistered migrant children will be made as a result of the use of the following procedure:

(1) Screening Protocol

In each sample school from which children are drawn for any of the components of the study (the Impact Study, and the Student Descriptive and FTE Components) one classroom at each grade level will be screened to try to identify any eligible migrant children not enrolled on the MSRTS, whatever the reason. In addition, classrooms will be screened in a sample of schools for which no MSRTS enrollments are shown, both within the primary sample PSUs, and in counties showing no MSRTS enrollments; these counties will include some where migrants are expected (from other data, and from consultations with State Migrant Coordinators) as well as some counties where migrants are not expected. The classrooms screened will be a nationally representative probability sample, so that counts of migrant students identified will allow national estimates to be made with known precision.

Screening will be at three levels: at project schools with active recruiting programs, it will be assumed that all migrant children are recognized, and only those who, for whatever reason (e.g., refusal of parents to sign required enrollment forms), are not enrolled on the MSRTS will be counted; schools accustomed to having migrant children, but without migrant Title I-funded programs, will be screened somewhat more intensively; schools in areas unaccustomed to dealing with migrant children will be screened still more intensively.

Nonenrollment on the MSRTS will be verified for each apparently eligible migrant child identified by arranging for the child to be enrolled on the MSRTS (with the approval of the State Coordinator, and with the cooperation of local program personnel) to make sure there is no enrollment for the child in another place.

There will also be a check for "false negatives" by determining if a small sample of children who do not appear to be migrant are indeed not migrant.

Since the information obtained by this screening will be for a sample of schools and classrooms with known characteristics, it will allow national and regional estimation of the number of in-school migrant children not enrolled on the MSRTS.

Accurate estimation of the number of out-of-school migrant children would require an extremely expensive and complicated household survey, and results would probably remain very questionable. To obtain some sort of national estimate of the number of migrant children not in school, a question is included in the questionnaires for project administrators and recruiters in schools in the sample for the Project Descriptive Component; this asks:

(2) Staff Characteristics Questionnaire (Project Administrators, Recruiters)

What is your best guess as to the number of ages 5-17 migrant children in this county who were not enrolled in any school during calendar year 1977? Please provide an estimate for the four listed time periods.

	Number of Eligible Migrant Children not Enrolled in School
January - February 1977	_____
March - May 1977	_____
June - August 1977	_____
September - December 1977	_____

This same question will be addressed to school officials, local agriculture officials, and employment officials in counties where there are no MSRTS enrollments, and in which schools are screened. A similar question will be asked of each State Coordinator.

There is no way to tell how many of the children estimated to be in a county by one of the officials are enrolled on the MSRTS, but the resulting estimates will give some idea of the number of eligible migrant children who are not in school. In analysis these figures will be compared with any other available estimates.

3. Descriptive Study

The Descriptive Study will look at the ESEA Title I Migrant program from two related perspectives: what projects offer to migrant children (the Project Descriptive Component), and what "typical" migrant students received over a year's period (the Student Descriptive Component). These two components are described separately:

a. Project Descriptive Component

Information collected in the Project Descriptive Component will be used "to describe the services . . . of the ESEA Title I Migrant Program . . . ." This component is designed to address such questions as these:

- Nationally, what proportion of the migrant children enrolled in schools in areas with relatively high concentrations of migrant workers attend schools that offer instructional programs funded by the ESEA Title I Migrant Program? What proportion of the children are enrolled in such programs? What proportion are enrolled in other compensatory programs (Title I, ESAA, etc.)?
- Nationally, what instructional programs are funded by the migrant program? What support services? How do these differ by grade level? How is this variation affected by the time of year the program is offered? How do these services compare with and differ from the services offered children in the regular classroom? In regular Title I programs?
- Nationally, what are the characteristics of the staff (teachers, aides, project directors, recruiters, etc.) most concerned with migrant children? How do these characteristics compare

with and differ from those of principals, teachers, and aides in regular school programs? In regular Title I programs? What other (nonmigrant-related) duties do these people have? How may their attitudes toward the program be characterized?

Information needed to address these questions will be obtained through interviews with cognizant officials in the United States Office of Education, primarily the Migrant Program Branch in the Division of Education for the Disadvantaged, and from questionnaires completed at the State and local levels. Information that will allow comparisons with services and staff of regular Title I, as well as the LEA-funded classroom, will depend on two other studies for national estimates: the current USOE study of the Sustaining Effects of Compensatory Education, and the NIE National Survey of Compensatory Education. Comparisons with other services offered migrant students will come from this study. Information will cover all levels of offerings from prekindergarten through grade 12, for both academic year and summer programs.

At the State level, questionnaires will be completed by the State Migrant Director in each of the 48 contiguous States and Puerto Rico. At the local level, questionnaires will be completed by school and project[8/] staff from a national probability sample of projects, including summer as well as regular term, that provide services funded by the ESEA Title I Migrant Program. Questionnaires to be completed include the following:

(1) Program Descriptive Questionnaire for State Migrant Directors

A brief questionnaire requesting information describing the staffing and duties of State administrative officers, and the contribution of State officers to policies and practices related to student identification, recruitment, and service offerings.

(2) Project Descriptive Questionnaire for Local Project Administrator or Principal

A questionnaire calling for local organizational, educational, and demographic information; details on regular and compensatory instructional offerings (including methods); and information on populations of migrant children (dates they are present, numbers).

8/ There is no clear, generally-accepted definition of "project." For the purposes of this study, "project" is considered to mean the site at which services (usually instructional services) paid for from migrant Title I funds are normally delivered to participating migrant children. In most cases the project will be a school; the terms school and project are therefore used interchangably, depending upon context.

(3) Staff Characteristics and Opinions Questionnaires

A questionnaire calling for personal characteristics (e.g., age, sex, ethnic background, education), and opinions about the ESEA Title I Migrant Program. This questionnaire will be completed by the following persons at each school:

(a) The principal and a project administrator

(b) Teachers and aides (a sample of each in each school)

(c) Recruiters (the staff member responsible for identifying and recruiting migrant children)

Information derived from these questionnaires will be analyzed and tabulated to indicate trends, similarities, and differences among projects.

The sample of schools and projects for the Project Descriptive Component will be chosen first from those 51 primary sampling units (PSUs) drawn for the selection of a sample of students for the Impact Study. Since these PSUs are designed to give an efficient sample of students in January, they will also furnish a richly representative sample of projects that offer services to students in their home-base States. These projects will not, however, be adequately representative of small projects; they almost certainly will not adequately represent summer projects in receiving States. A supplementary sample of schools and projects will therefore be chosen to increase the representation of those types of projects that had been underrepresented.

Puerto Rican schools with migrant children will be included in the supplementary sample of projects for descriptive purposes, though these schools will not be included among those supplying students for the Impact Study.

While questionnaires will be distributed and collected by RTI's Area Coordinators in the schools in the 51 PSUs, distribution and collection of questionnaires in the supplementary sample will be by mail.

b. Student Descriptive Component

To complement the project descriptive information just reviewed, descriptive information will be obtained on a representative sample of migrant children, ages 5-17, who were identified and listed on the Migrant Student Record Transfer System (MSRTS) at any time during

calendar year 1977. This sample of migrant students will be representative of the entire population of migrant students who are in school, who have been identified, and who are therefore receiving services from the migrant education program. For this population of students, this component will address questions such as these:

- Nationally, what is the ethnic/racial makeup of the population of identified migrant students? How does this compare with the makeup of the total population of school children? With the population of students receiving regular Title I instruction? What is the distribution of English language competence among migrant students? How does this vary with age? With grade level?
- Nationally, who receives (by age and grade level, migrant status, location of home base) what kinds of migrant program supplemental instructional and support services? As students travel from place to place, for what proportions of the school year and summer term are these services available to them? How do they compare with services received from other compensatory programs (e.g., regular Title I, ESAA, others)?
- Nationally, how much of the migrant student's instructional time per week is planned in specific instructional areas in the regular school program? In ESEA Title I Migrant funded programs? In other compensatory programs? How does this vary by particular instructional area (e.g., reading, mathematics)? How does the number of days of school attended by migrant students in a year compare with figures for the general population? With the number of days attended by recipients of regular Title I instruction?
- Nationally, in what ways is school attendance by migrant students related to the availability of ESEA Title I Migrant services? To the receipt of different amounts and kinds of such services (e.g., instructional services, nonacademic enrichment programs)? To enrollment in a school that offers migrant Title I instructional service? Migrant Title I support services? Other compensatory instruction and support services? How does this vary with age and grade level?

To address questions such as these, information will be obtained concerning each of the approximately 7,000 students, aged 5-17, in the sample. This study will provide data about migrant student characteristics, but secondary data must be used for indicated comparisons. Census figures will be used for the general population comparisons; comparisons with other compensatory education programs will utilize information obtained from the current USOE study of the Sustaining Effects of Compensatory Education, and the NIE National Survey of Compensatory Education. Information on migrant students will be obtained from school records (background information), and through the completion of three questionnaires. These questionnaires are:

(1) The Student Information Form

Included are identifying information and parental education level (if in records). To relieve school personnel of part of the burden, and to provide maximum consistency in the data collected, this form will be completed by trained RTI data gatherers (Area Coordinators) in the schools in which the sample is clustered. Most of the information can, in most cases, be obtained from the cumulative record. This form is the same one to be completed for the Validation Study and the Impact Study.

(2) The Teacher's Checklist of Student Characteristics

A classroom or homeroom teacher for each student in the sample will be asked to indicate (a) the teacher's estimate of the student's ethnic or racial background, and (b) the teacher's estimate of the student's oral English language proficiency.

(3) Student Program Participation Questionnaire

This brief questionnaire will be collected by mail, with telephone followup when necessary, from every school (or project) attended by each sample student during the calendar year 1977. (Schools will be identified from school records, MSRTS listings, and, if necessary to locate possible schools from time periods for which there are no records, by asking children, older siblings, or parents.) The questionnaire calls for information on student enrollment and attendance; participation in migrant instructional programs (by subject); support services, and participation in other compensatory instructional programs.

Information collected on this sample of migrant students will be augmented by additional information collected at the same time on second-, fourth-, and sixth-graders in the Impact Study, some of whom will also be in the Student Descriptive Component. This additional information

will allow extension of descriptive statements to cover, for these grade levels, such descriptive information as academic achievement, student attitudes, oral English language proficiency, exposure to compensatory instructional programs during calendar year 1978, and school attendance in 1978.

The sample of students for the Student Descriptive Component will consist of a nationally representative probability sample of all of those 5-17 years of age at any time in calendar year 1977 who showed a registration on the MSRTS at some time during that year. Sample students will be clustered (to simplify initial location) in the 51 primary sampling units (PSUs) used for the basic sample of projects for the Project Descriptive Component, and from which the sample of students for the Impact Study is chosen. The sample for the Student Descriptive Component is the same as the sample for the FTE Component of the Validation Study, and will include migrant students registered on the MSRTS from schools in Puerto Rico in 1977.